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EDC

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Acronyms

ALMM	Active labor market measures
AOTR	Agreement Officer's Technical Representative
AWP	Annual Workplan
BCM	Business Confederation of Macedonia
COP	Chief of Party
CC	Career Center (VET)
DCOP	Deputy Chief of Party
DOCS	Development, Outreach and Communication Specialist
ESA	Employment Service Agency
ESC	Local Economic and Social Council
EDC	Education Development Center Inc.
FAM	Financial and Administrative Manager
GCDF	Global Career Development Facilitator
ILO	International Labor Organization
ICP	Individual Career Plan
JC	Job Club (ESA)
HICD	Human and Institutional Capacity Development
MK	"Moja Kariera"
MLSP	Ministry of Labor and Social Policy
MOF	Mladinski Obrazoven Forum
M&E	Monitoring and Evaluation
NESC	National Economic and Social Council
NGO	Non-governmental Organization
ORM	Employers Organization of Macedonia
IT	Information Technology
PMP	Performance Monitoring and Evaluation Plan
PPD	Public –Private Dialogue
RC	Regional Coordinators
RFO	Regional Field Offices
SOIM	Skopje Office and Information Manager
SOM	Skopje Office Manager
STS	Senior Technical Specialist
VET	Vocational and Educational Training
USAID	United States Agency for International Development
YES	Youth Employability Skills Network

Executive Summary

The YES Network project during this quarter turned its full attention to program implementation in its three operational areas Strumica, Tetovo and Bitola. The full staff complement had been hired with the entering into service, during April, of the Senior Technical Specialist for Public-Private Dialogue and the Regional Coordinator for Strumica.

The Project progressed toward the creation of local Social and Economic Councils through a series of discussions with the heads of municipalities in each of the communities. These led to more technical meetings with either, or both, the local economic development department and education department. Additionally, the only actually functioning local economic and social council was visited which as a result of discussion decided that its members would participate to the extent considered desirable in awareness raising series of events planned for each community. Further steps were taken to arrange for a series of local events involving a regional expert on local social and economic council formation and functioning. The expert will come from Croatia where these councils have a significant history. Contacts were also established with chambers of commerce and discussions entered into how members of these associations could become aware of and involved in internship schemes which the YES Network through the local economic and social council will be arranging.

A sustained effort was made by all staff to review and revise an EDC created work readiness curriculum which then was used as the foundation for trainings involving all YES partners. This curriculum will be enlarged with the addition of work-based learning, career planning and entrepreneurship components. During the quarter, 59 teachers from 14 schools, 15 state employment agency, 7 private sector employment agency staff, 2 temporary employment agency staff and 20 members of NGOs participated. In total 103 individuals were involved in YES training events. YES project staff worked with VET Center Specialists on the initial stages of creating a work readiness curriculum that will be embedded in the VET schools' optional part of its prospectus.



The VET Specialist visited the fourteen partner schools in the three regions and reviewed the existence and functioning of Career Centers. As a result of these visits, YES will provide a set of basic equipment and furnishings to eleven schools thereby enhancing the potential for these locations as places where students seek advice and guidance about employment and where they can upgrade their employability skills and knowledge. The Labor Market Specialist visited all six ESA centers to assess the condition of Job Clubs as places for assisting unemployed youth registered with the ESA and seeking work. Three locations will be provided with assistance in the form of equipment and furnishing. Both the VET schools and the Skopje based ESA Center have promised to be responsible for enhancing the physical condition of the rooms and buildings in which the Career centers and Job Clubs are located.

Through surveys and fact finding visits to project partners the M&E Specialist collected data which was employed in creating the YES baseline study. This identifies the current status of various attributes and conditions of partners which will be influenced by YES assistance activities over the coming four years thereby indicating that project objectives have been reached.

Overall, during the quarter, though many of our partners were heavily involved in preparations for the parliamentary election held in early June, the project conducted activities which signaled significant progress towards satisfying the YES project objectives for the quarter.

1. Program Activities and Outcomes

1.1. Facilitate Public-Private Dialogue that will improve demand-supply labor exchange at the local level

The Senior Technical Specialist (STS) for Public Private Dialogue started working on the YES Network project on April 6th and during the quarter under report engaged in activities related to supporting the establishment of public private dialogue on a local level in three Municipalities.

Parliamentary elections were held in the beginning of June in Macedonia, which curtailed the work activities of some local authorities during the spring months, due to their heavy campaign duties. This dearth of active local bureaucrats and technocrats occasioned the postponement and slowing down of the pace of activities and interaction with the municipalities as far as the YES Network Project PPD activities were concerned.

Establishing the ESCs

In order to promote and present the concept of formation of Economic and Social Councils (ESCs) on a local level, as a form of institutionalized local public private dialogue, that will serve as a platform and forum to better match the “supply” and the “demand” side of the labor market on a local level, the STS met with various stakeholders who could comprise the potential membership of Local Economic and Social Council (ESC).

Since businesses - the demand side of the labor market side of the equation - will be of importance for the public private dialogue, the STS met with representatives from business and employers’ associations, in order to present to them the concept of local ESCs, and discuss with them possible collaboration and involvement in meaningful dialogue with the public sector especially regarding the issue of unemployed youth and the ways and means through which the percentage of youth employed in the local and regional economy could be increased.

Business Confederation of Macedonia: YES met with the Business Confederation of Macedonia (BCM), which is an association of businesses (employers) that formed in 2001, and has a nation-wide membership of more than 5,500 businesses. The BCM has made some attempts to establish a local social dialogue in some municipalities in Macedonia with, to date, managing to have some kind of an institutionalized social dialogue in the Municipality of Kavadarci in the south-eastern part of the country. Having in mind their willingness to enter into a dialogue on local level, as well as their attempts to work on building the social dialogue on local level, BCM could be one of the representatives of business in the local economic and social councils as well as one of the entities through which to reach out to the businesses community for possible internship opportunities.

Employers Organization of Macedonia: YES met with the Employers Organization of Macedonia (ORM), which covers 15 industrial sectors that employ some 70 000 employees and 1012 business throughout the country to discuss its potential participation in the ESCs. In accordance with the Labor Code and as

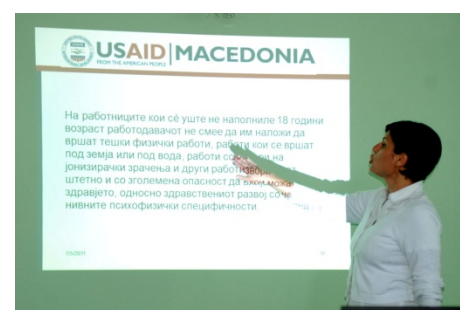
determined by the Minister of Labor and Social Policy, ORM is the only representative organization of employers in Macedonia with the legitimacy to enter into collective bargaining for the private sector and that is eligible to participate in the tripartite dialogue for social partnership at the national level. ORM has a significant nation-wide membership, including in the three municipalities of Strumica, Bitola, and Tetovo. ORM confirmed its desire to participate in the formation and the working of ESCs since ORM is currently a member of the National Economic and Social Council and in the Kumanovo ESC.

Chambers of Commerce: YES staff also met with the Macedonian Chamber of Commerce (MCC) in order to inform it about proposed activities with the business community particularly in the area of internships, and the benefits of a sustained mutually respectful dialogue with the public sector. The Macedonian Chamber of Commerce is the oldest and the largest Chamber in the country with somewhere in the region of 15.000 members. Additionally, the YES Network PPD staff met with the Chamber of North West which represents the businesses in North West Macedonia, including those in Tetovo and Gostivar. Both entities expressed a willingness to assist the local ECS councils formed through the facilitation efforts of YES to generate internship opportunities and to better align their members' understanding of what needs to be done by engaging in public-private dialogue conducted through ESCs to appreciate and subsequently work towards awareness among youth of available employment opportunities and how these can be successfully accessed.

Local Authorities: In Macedonia there were parliamentary elections in the beginning of June so the local authorities during May, when the election campaign was taking place, were administratively rather inactive since some of them were very much engaged in the election activities. This dearth of active local bureaucrats and technocrats occasioned the postponement and slowing down of the pace of activities and interaction with the municipalities as far as the YES Network Project PPD activities were concerned.

Since the public sector in the local ESCs will be represented by the local authorities, YES met with representatives from three Municipalities. Representatives each of the Local Economic Development Departments, each local Education Departments and Municipality officials from Tetovo and Strumica met with YES staff to discuss the concept of an ESC and their involvement in the formation and activity of these public-private dialogue bodies. In Tetovo, YES met with the Chief of Cabinet of the Mayor, who supported the idea of formation of a local ESC. Disappointingly, there has been only limited subsequent progress towards the formation of the ESC because both the Chief of Cabinet and the Mayor have been unable to meet with YES staff to arrange for the ESC to be tabled for discussion and acceptance by the Municipal Council at its monthly meeting. However, YES staff has had communication with the Secretary and the President of the Municipality of Tetovo Council, and will have a formal meeting in the upcoming period to discuss with them the establishment of a local ESC in Tetovo.

The YES team and the YES USAID AOTR determined that, meeting the Mayor of Gostivar, which is neighboring town close to Tetovo, and commencing discussions regarding the introduction of the YES Network mission, goals and objectives would be appropriate. This will simply advance the intended start-up preparations in Gostivar as the authorities in Tetovo continue to prepare for meetings with YES. In Strumica, YES met with the Mayor of the Municipality, who strongly supported the concept and work needed to form a local ESC, and emphasized the Municipality's readiness to cooperate and support this being achieved.



ESC Participant Preliminary Meetings: In Tetovo and Bitola, preliminary meetings were organized with potential members of the ESCs. In Tetovo, 16 participants attended, representing the local authorities, local businesses, secondary schools, Workers University, and state Employment Service Agency. The meeting was very constructive and all participants found the ESC concept potentially very useful and important for their local community. They agreed that this type of local level institutionalized PPD will be beneficial for all. In 11 participants attended the meeting in Bitola, including representatives from local authorities, local businesses, secondary schools, and the state Employment Service Agency. They also supported the idea of forming a local ECS and expressed their positive expectations generated through this kind of dialogue.

Ministry of Labor and Social Policy: In order to promote the PPD activities of the YES Network and more specifically the establishment of local level ESCs, the YES STSs met with the Ministry of Labor and Social Policy (MLSP). The objective for this meeting was twofold; firstly to introduce YES project activities related to PPD, and secondly to learn from MLSP staff of their experience with the National Economic and Social Council (NESC), since the Minister of MLSP is the president of the NESC. Representatives of the Ministry strongly supported the idea of promotion and implementation of local ESCs, emphasizing that efforts toward the formation these councils are encouraged by the EU, as well as the International Labor Organization (ILO).

Kumanovo ESC: YES, together with the USAID AOTR, met the Secretary of the Kumanovo Economic and Social Council. The purpose of the meeting was to find out more about how the first local Economic and Social Council in Macedonia was organized, what were the challenges it was facing during the period of establishment of the Council, what support it was provided with, and to explore its structure, and functioning. The information provided were very useful; as it has been stated on many occasions, the most challenging task was to identify the right people for the board and the various committees, meaning individuals who will be committed and dedicated and who will be active and provide the appropriate environment for a sustained, meaningful and effective dialogue. On the other side, the support and dedication from the municipality, that is the local authorities, is essential, since the ESCs will be formed under the leadership of Municipality.

“Mladinski Obrazoven Forum” (MOF): YES met with the NGO “Mladinski Obrazoven Forum” (MOF) which is a youth serving NGO that has activities that involve young people throughout the country. The objective of the meeting was to learn more about their activities, especially those that involve communication with young people. MOF presented its employment of unconventional but highly successful ways of conveying messages to young people and in communications with them. These could be used by the YES Network Project, in activities especially related to youth presence and participation in the ESC. Additionally working with MOF could prove essential in contacting and reaching out to unemployed unregistered youth.

European Union: With a purpose of coordination of the activities with EU funded projects in the area of employment and employability skills, the STS, COP and USAID/AOTR met the EU representative who is managing these types of projects. This very useful meeting provided YES with details about the activities that the EU will be financing and implementing thereby increasing the prospects for synergy and reducing the possibility of duplication of efforts. Of particular interest to YES was the mention of EU involvement in the provision of technical assistance for Modernization through Participation for ESA, and a twinning program for the Ministry of Labor to perform labor market forecasting through strengthened staff capacities for econometrics, and for monitoring and evaluation of ALMM impact.

Furthermore, there are funds for direct grants to ESA for financing of ALMM jointly with the Government of Macedonia including internships, general training for the unemployed, specialized training and re-training. Additionally, a twinning project with their Slovenian counterparts will be provided for the VET Center with particular focus on modernization of the curricula.

International Technical Assistance: Since Macedonia is a country that lacks exposure to the concept and altogether has virtually no practical experience when it comes to local ESCs, this is a concept that is not widely understood, promoted nor implemented in the country. To remedy this situation, at this stage the YES project considered the possibility of bringing to Macedonia a foreign expert(s) from areas where ESCs are well established and functioning and organize a two-day event for all potential members of local ESCs in Macedonia. To that end the STS established communication with a Croatian office for social dialogue as the most appropriate for this purpose, since Croatia has experience with local ESCs and is a country that is very close to Macedonia in terms of mutually understood languages as well as a comparable legal system. YES has identified possible expert. The rationale for hiring this individual will be presented to USAID for review and approval. The project will submit a request to USAID to waive the “Authorized Geographic Code” since the proposed consultant is Croatian. If approved, the consultant will be engaged for approximately one week in Macedonia in an awareness raising and knowledge enhancing exercise during the coming quarter. This event will be a good opportunity for all potential members of local ESCs to hear of international examples as evidenced by Croatia and indigenous experiences in the Kumanovo area of procedures and practices entered into in order to ensure effective functioning of local ESCs.

1.2. Develop venues for meeting immediate skill/training needs of the labor market and career development opportunities

ESA Job Clubs

Meetings, initiated by EDC/YES, were held with ESA representatives in Strumica, Bitola and Tetovo regarding the functioning of ESA’s Job Clubs. The Job Clubs are physical spaces where ESA staff offer personalized advice to individuals seeking jobs and provide varied trainings related to enhancing employability skills and encouraging their use by job seekers in finding and securing long term and valued employment.

ESA centers provide basic instructions on how job seekers can compose a CV and a cover letter, how to prepare for an interview, how to answer difficult questions posed by an interviewer and what to do when you fail to secure a job. The training offered by ESA staff in the Job Clubs focuses on providing language instruction (English, Albanian, Greek) and IT courses, as well as trainings related to the Active Labor Market Measures (ALMM), which are focused upon in the Operational Plan of the Macedonian Government and are to be implemented by the state apparatus. ESA Job Clubs in the three YES regions address only some of the topics covered by the YES Network Work Readiness Curriculum. None of them has structured curricula. This deficiency is being rectified through an increasing use of the YES curriculum which has a broader range of topics and a formal structure. In the course of interviewing, it became clear that many of these staff need professional staff development assistance.

The Job Clubs are in great need of structural renovation, furnishing and equipping to make them places suitable for the delivery of information to young people on the job search. All have extremely dated equipment in need of replacement. They have not been renovated nor upgraded with up to date

equipment and materials that are essential for the Job Clubs to function in a meaningful way as a means and a process through which to reduce youth unemployment. In their current physical condition, they are not a welcoming place for youth to go to enhance their employability skills, or to build self-confidence and positive attitude toward the job search.

During meetings at which YES and ESA discussed the distribution of furniture and equipment to be provided by YES on the basis of its needs assessment, the Director of ESA indicated that the Ministry of Labor and Social Policy is developing an infrastructure renovation and upgrading budget part of which will allocate funds to refurbish Job Clubs. The YES funds, on average \$6,000 per Job Club, spent on furniture, equipment and materials will be supplemental to the larger sums which ESA will be allocating.

The intentionally limited budget approved by USAID for assistance to Job Clubs at ESAs and Career Centers at VET schools was intended to engender local community buy-in and commitment to the Job Clubs and the Career Centers. The YES Network will continue to work toward encouraging such long-term support in the regions where YES works. USAID has agreed to reallocate funding for meaningful improvements at JCs upon YESs redefining of what services the JCs should offer upon receipt of all YES support provided in the form of training, furnishing, equipping.

Establishment of Career Centers

In order to provide students with the relevant information about labor market and employer needs as well as to explore different educational and career options, YES Network project was designed to support the renovation and upgrading of existing Career Centers and the establishment of new centers in selected secondary schools.

Actions performed by the STS - VET during this quarter were related to the refurbishment or establishment of the career centers in the 11 secondary schools in Bitola, Strumica and Tetovo. Each school has agreed to provide a separate facility to accommodate the Career Center.

During this reporting period, Regional Coordinators visited all school facilities where career centers will be accommodated making list of the most necessary equipment and furnishings needed. The YES Network project will supply the facilities with the most essential equipment and materials required to ensure regular and effective functioning of the Career Centers. In some schools, minor reconstruction interventions will be needed. Schools and municipalities will cover the costs of physical structure repairs and renovations.



Work Readiness Curriculum and Training

The three YES Senior Technical Specialists worked on the review and revision of the EDC created Work Readiness Curriculum and the definition of the best training modalities to employ to reach the ESA, VET and NGO participants in the trainings conducted during the quarter. This work included adaptation for use in Macedonia of the eight modules of the EDC Work Readiness curriculum

YES also worked to select the appropriate participants from VET schools, ESAs both public and private and the youth serving NGO community. The Senior Technical Specialist - PPD and the Regional Coordinators were responsible for

selecting the youth-serving NGO participants. In order to accomplish this, they developed criteria and a methodology for identification and recruitment of youth-serving NGOs in the three municipalities with potential and capacity to take part in the Work Readiness Training and to implement the training at a later date. Application forms were devised and meetings were organized in each municipality with youth-serving NGOs identified as the most appropriate candidates by the Regional Coordinators. Through this means, YES identified 20 participants from the NGO sector: 7 from Bitola, 8 from Tetovo and 5 from Strumica. See Appendices I and II for details of training evaluation and participation.



The first part of the training, covering the first 4 Modules, took place in Struga, May 21-23. Two groups were part of this training – one training group consisted of NGO and Local ESA representatives and the second group consisted of secondary school teachers from Tetovo.

The modules were co-facilitated by two EDC international staff and the three YES Network Project Senior Technical Specialists. The active learning methodology used for delivering the modules was well accepted by the participants, and they all considered that the lessons learned would be applicable in their communities. See Appendix I for the participants' evaluation of these training events.

1.3. Strengthen the job services capacity of ESA and private job matching companies to ensure trained youth have access to up-to-date information on job openings and career development opportunities

The Senior Technical Specialists, during this quarter worked on the preparation for the Work Readiness Skills training which included, in the first instance, the adaptation of an EDC created curriculum consisting of eight modules, defining the active teaching approach which would be used throughout the training, identifying the participants who were to be included in the training and finally delivering of the training.



To that end, the Senior Technical Specialist - Labor Markets developed the methodology and criteria for identification and recruitment of participants from state Employment Service Agency (ESA), private job matching companies and agencies for temporary employment in the three municipalities that had the appropriate attributes to take part in the Work Readiness Training. For this purpose, application forms were developed and meetings were organized in each municipality with individuals indicated by the Regional Coordinators to be

most appropriate. This procedure was of particular relevance for individuals working in private employment agencies.

As a result of the recruitment and selection process, 15 participants from the state ESA (5 participants from Bitola, 4 participants from Strumica, 5 participants from Tetovo and the YES/ESA Coordinator from Head office in Skopje) were involved in the training. Seven (7) participants from private job matching

companies (2 from Bitola, 4 from Tetovo, and 1 from Skopje –“vrabotuvanje”) and 2 participants from agencies for temporary employment (1 from Bitola and 1 from Strumica) were identified.

The first part of the training covering the first 4 modules took place in Struga May 21-23. See Section 1.2 for a more detailed description of training. See Appendices I and II for details of training evaluations and participation.

Job Clubs: The STS for Labor Markets visited each of the ESA centers in the three municipalities where the YES Network project is working. The visits revealed that each of the six job clubs are in great need of renovation and equipping in order that ESA staff can provide effective implementation and delivery of job related activities and services.

State ESA refurbishment budgets are being defined to meet major refurbishment of entire building complexes and will not be linked with in any specificity to the immediate and relatively minor JC needs. Since the furniture and equipment had already been placed on order and YES has assurances from the ESA Director that attention will be paid to ensure that the JCs are in a useable condition the implementation of this aspect of the project was proceeded with. Having the equipment and furniture on-hand does provide YES with some leverage in ensuring that the refurbishing activities promised will go ahead earlier rather than later.

Only the job club in Bitola has guidebooks, but these are not sufficient and several professional orientation tests that need to be replaced with new up-to-date materials. The job clubs in Strumica and Tetovo have no tests. None of the job clubs have video materials.

In addition, the job clubs often disseminate information about their services to the general public in a poor and inefficient manner, if at all, relying mostly on the information given at the ESA offices or in the local newspapers. In Tetovo and Bitola, the ESA sends out all invitations to trainings by mail. Only in Bitola does staff make telephone calls to prospective trainees. No ESA uses electronic or other means of communication with their registrants.

Private employment agencies: Private employment agencies do not deliver any work readiness trainings, with the exception of Vrabotuvanje. Most do not deliver such trainings due to a lack of trained staff and training curriculum. The one private agency that prepares youth for working abroad delivers only some topics covered in the EDC curriculum. Each of the private sector employment agencies expressed interest in collaborating with the YES Network project, as they see it as an opportunity for improving business and increasing profit. In Strumica, only one private employment agency was identified – the branch office of the “Partner” agency for temporary employment.

Agency for temporary employment “Partner”: The Senior Labor Market Specialist and COP of YES Network Project met with Director of Agency for temporary employment “Partner” which is a member of National Economic and Social Council, National Federation of Agencies for Temporary Employment and Organization of employers. The “Partner” agency specializes in providing temporary workers, at all skill levels, to companies nationwide. In the case of “Partner”, “temporary work” means that the individual is actually employed by the agency but performs work in the client company. “Partner” has branch offices in Strumica, Bitola and Stip and currently the agency is operating in 8 municipalities. “Partner” has established 5 information centers within state ESA facilities through which it informs registered unemployed about its services in the field of temporary employment. “Partner” would like to open its own training center and train the temporary workers in work place behavior. The Director of

“Partner” that the future local economic and social councils could prove to be the right mechanisms through which communities could tackle the issue of youth unemployment. He further stated that he would be interested himself to sit on the ESC when these are formed.

1.4. Provide continuing professional development opportunities for teachers in Vocational Educational Training (VET) schools.

As a follow up of the YES Network regional presentations on the main project objectives and activities, Senior Technical Specialist for VET and Regional Coordinators organized 3 regional meetings with School Directors from the Municipalities of Bitola, Tetovo and Strumica. The main objectives of these meetings were to provide information of the application procedure for school’s involvement in the project activities and to outline the main activities to be implemented with secondary schools.

The following 14 schools have submitted application forms and are included in the first phase of project activities:

No.	Name of the school	Municipality
1	Jovan Kalauzi	Bitola
2	Gjorgi Naumov	Bitola
3	Kuzman Sapkarev	Bitola
4	Taki Daskalo	Bitola
5	Jane Sandanski	Bitola
6	Josip Broz Tito	Bitola
7	Nikola Stejn	Tetovo
8	8mi septemvri	Tetovo
9	Mosa Pijade	Tetovo
10	Goce Stojcevski	Tetovo
11	Kiril Pejcinovik	Tetovo
12	Nikola Karev	Strumica
13	Jane Sandanski	Strumica
14	Dimitar Vlahov	Strumica



A work readiness skills curriculum was developed through a comprehensive review and revision of the EDC Work Readiness Curriculum making it relevant to Macedonia specific conditions. This curriculum is geared to provide students with the foundational skills and knowledge necessary to seek, secure and maintain satisfying and productive work. The revised curriculum consists of 8 modules designed in a sequential way, where one module builds on the concepts and skills introduced in previous modules. However, many of the modules can stand alone and could be used in different subject areas as a part of existing school curriculum.

The training program based on the revised curriculum consisted of two training sessions designed to be participatory, active and adult learner focused so that participants were actively engaged in the learning

process and had the opportunity to learn about and practice new skills and to enhance those already aware of.

The first training session was delivered at the end of May and covered the first 4 modules of the curriculum. In total, 59 teachers from all 14 secondary schools from Bitola, Strumica and Tetovo participated in the training. Also, 4 VET Center Advisors took part in these training sessions. Towards the end of the quarter the Advisors started adapting the Work Readiness Program and conceiving of methods through which to embed the materials into the existing school curriculum.

1.5. Creative innovative mechanisms to make VET schools and the VET Center more responsive and relevant

YES Network project, in collaboration with Vocational Education and Training (VET) Center, initiated activities through which to embed the work readiness modules of the YES Work Readiness Skills curriculum into the existing school curriculum, including forming a working group to accomplish this goal.

Under supervision of YES Network VET technical specialist, the working group has started to develop a Work Readiness program that will be piloted in selected VET schools in Bitola, Strumica and Tetovo. The work readiness Program will be a VET Center approved formal part of the free school activities through which, in the first instance, in the 13 schools functioning in the three municipalities where YES is working some 2,000 students will be engaged in improving their knowledge and practice of employability skills. During this initial phase, regular school visits will be conducted to monitor progress of the introduction and to support VET teachers in the implementation of the new program activities.

1.6. Integrate productive connections with current and planned USAID and other donor workforce related

Habitat for Humanity: In order to identify possibilities for cooperation in the area of internships, the YES STS for labor markets and the COP met with Habitat for Humanity Macedonia, which is managing a pilot project focused on renovation of apartment complex buildings, energy efficiency and the formation of apartment condominium associations. The project will eventually be implemented in 7 municipalities, two of which are Strumica and Tetovo. Habitat would like to train youth for entrepreneurship and internships. YES will ensure very close collaboration to avoid duplication in the VET schools where there is Civil Engineering/Construction profiles which are the main focus of HfH. There is every intention to cooperate to the degree possible once both projects in these areas are fully operational.

“Moja Kariera” (MK): In order to enhance the quality of career counseling activities in VET schools and ESA’s job clubs, YES is exploring the opportunity to provide certified career counseling program for VET teachers and ESA’s staff. YES held several meetings with “Moja Kariera” (MK) and discussed the possibilities for cooperation in the areas of internship and trainings in work readiness skills. There is a good possibility that MK, which is the implementer of the Global Career Development Facilitator (GCDF) franchise, will be in a position to train and certify YES training participants. This certification will be based on MK providing training in those technical areas of work readiness that the EDC curriculum does not address. Therefore part of the discussion focused on the possibility of using GCDF training to enhance the skills required for mentoring and career counseling possessed by individuals from VET

schools, ESA and the NGOs. During the next quarter YES Network Technical Specialists and representatives of “Moja Kariera” will work to adapt the GCDF program and make it relevant to the needs of VET teachers and ESA’s staff.

IDEAS Project: Senior Labor Market Specialist together with COP met representatives from USAID IDEAS project and identified possibilities for cooperation especially in the area of employers and internships. The IDEAS project is at the very first stage of implementation, but did identify possibilities to work with local economic and social councils and chambers of commerce.

MATA: YES met with representatives from MATA which is a Macedonian NGO implementing an USAID 300,000 USD grant for assistance to artisan-run businesses. MATA is delivering training on entrepreneurship and self-employment and is planning to train 125 young people by the end of project. MATA would like to train youth on product development – an occupation which is only very recently recognized in Macedonia. There may be opportunities to cooperate with YES on internship and vocational trainings.

Kultur Kontakt: Representatives from Kultur Kontakt (Austria) which, since 2004, has been supporting the development of tourism in Macedonia by focusing on practical training on issues of importance in the hospitality industry both in the classroom and on the job. Of specific interest is the booklet and guide for focusing on internships in tourism and catering and the training of VET school teachers for mentoring and coordinating the internship program. We discussed possibility for cost sharing in the adaptation of the existing guide and the possibility for the preparation of a new general guide on internship. Kultur Kontakt promises provide YES with 120 booklets, free of charge, on internships in the areas of tourism and catering to be disseminated in the VET schools and ESA offices. The booklets should be received no later than September. The representatives of Kultur Kontakt also proposed cooperation with YES on development of a strategy for raising awareness about internships among employers. Discussions of how this could be implemented will resume when Kultur Kontakt Austria reopens its Skopje offices in September following the summer break.

EU: The meeting with the EU representative, which was conducted late in this quarter, was very useful since YES learned in considerable detail about the activities that EU will be financing and implementing through the State ESA. This knowledge will help to avoid duplication of efforts by YES and the EU projects, and will allow for future collaboration.

1.7. Monitoring and Evaluation

YES PMP Baseline Study

During April, the M&E Specialist created a set of instruments through the application of which data will be gathered for describing the baseline status prior to any project input and activities. They were reviewed by the Program Specialists and amended accordingly. The following instruments were created for the assessment of baselines:

- Questionnaire for teachers
- Focus group questions - guide for teachers
- Interview questions - guide for state-owned and private ESAs staff
- Interview questions - guide for NGOs staff

- Observation checklist for assessment of the physical condition, equipment and furnishing in the Job Clubs at ESA centers and Career Centers in the secondary schools. This checklist is accompanied by a set of photos for each of the premises.

In May, the M&E Specialist had individual meetings with each of the three Regional Coordinators (RC) to prepare them for the administration of the teacher's questionnaires. Regional Coordinators contacted the school directors and the teachers to inform these individuals about the purpose of the assessment and the procedure. The questionnaires were filled in as planned by all teachers that are direct participants in the Project.

Regional Coordinators assisted the M&E Specialist in the implementation of the focus groups with teachers and with the individual interviews with representatives from each State and private sector ESA and NGO that participate in the project activities. All focus groups were audio recorded and the material transcribed. The interviews were semi-structured and responses recorded in writing.

The Regional Coordinators assessed the physical state of the Career Centers and Job Clubs in June. They used a checklist for assessing different aspects of the premises, including materials and equipment. In all 6 ESA Job Clubs and 14 VET Career Centers, there was a high level of deficiency and consequent need for structural refurbishing and equipment and furnishing inadequacies. The YES project will not be able to satisfy these needs with the currently budget funds assigned for this purpose. Through discussions with USAID, YES and the donor have determined that further fund allocations can be made to support the equipping and furnishing, and to a lesser degree setting right decorative and minor structural refurbishments noted as desirable. These allocations will be made following a review of the statements submitted to YES by the JCs and the CCs detailing the type and level of positive changes in their services that will be allowed by completing the improvements.

In June, a consultant was engaged for 4 days to perform descriptive statistical procedures for the teachers' questionnaires data. The M&E Specialist, assisted by the YES Intern, processed and analyzed the data generated by all other survey instruments.

A baseline study report was prepared which presents the results, key findings, conclusions and recommendations for future action by EDC on the YES project.

In the table, below, are presented the findings of the actual state of each of the USAID defined indicators. This represents the current situation against which the impact, in terms of change, occasioned by the effect of YES project activities will be nominated.

PERFORMANCE INDICATOR	BASELINE
OBJECTIVE 1: Facilitate Public-Private Partnerships that will improve demand-supply labor exchange at the local level	
1.1. Economic and Social Councils on a local level (SEC) established and	0 ¹

¹ There is only one ESC established in the Kumanovo municipality. In the regions where YES will be active there are no ESCs established.

functioning.	
1.2. Youth Leadership Councils (YLC) established and functioning as part of the SEC.	0
1.3. Employers open more internships and other forms of work-based opportunities for students and teachers.	To be defined in September 2011
1.4. Students use and complete the newly created internship and other forms of work-based opportunities	<p>Three perspectives on this matter:</p> <ul style="list-style-type: none"> • Teachers: 52% of them reported that at least half of their students have practical instruction, while only 5% of them said that half of their students were volunteers. • ESAs: state-owned ESAs staff said that few to half of the young people they work with had an internship and volunteering experience. Private ESAs clients did not have such experience. • NGOs: 47% of the interviewed NGOs reported that half and more than a half of their members were volunteers. But, only few had internship experience. <p>The quantitative data from the youth will be acquired in September 2011 when the actual project beneficiaries will be identified.</p>
OBJECTIVE 2: Develop venues for meeting immediate skill/training needs of the labor market and career development opportunities	
2.1. Career centers (CC) upgraded and functioning	<p>Bitola:</p> <ul style="list-style-type: none"> • 2 out of 6 secondary schools have no CC • The Gymnasium has brand new CC with good condition and sufficient equipment • The other 3 CC need upgrades of the equipment, furniture and both printed and electronic material <p>Strumica:</p> <ul style="list-style-type: none"> • 1 out of 3 secondary schools have never had a CC • The CC in the other 2 schools do not function and need complete renovation, equipment and materials • In one of these 2 schools there are new tables and chairs • In the other school there are 3 types of guidebooks <p>Tetovo:</p> <ul style="list-style-type: none"> • 3 out of 5 secondary schools have never had a CC • The other 2 CC do not function, the equipment is in the director's office

2.2. Job clubs (JC) upgraded and functioning	<p>Each ESA Center has a Job Club with two premises, one usually used for IT and the other for English language courses.</p> <p>All of them have very old equipment which needs replacement.</p> <p>Only the JC in Bitola has some guidebooks, but not sufficient and several Professional orientation tests that need to be replaced with new up to date ones. The JC in Strumica and Tetovo have no tests. None of the JC has video materials.</p>
2.3. More youth showing desired level of employability skills	0
2.4. Local youth NGOs provide career related services to unemployed and unregistered youth	<p>Majority of the NGOs in all three municipalities (17 out of 19) said they implement only some of the topics covered by the YES Network work-readiness curriculum.</p> <p>None of them have structured curricula. They need professional development of the staff.</p>
OBJECTIVE 3: Strengthen the job services capacity of public and/or private labor market mediation organizations to ensure trained youth have access to up-to-date information on job openings and career development opportunities.	
3.1. ESA staff delivers career related workshops to unemployed youth	<p>State ESA Centers</p> <p>All three Centers implement only some of the topics covered by the YES Network work-readiness curriculum. None of them have structured curricula. They need professional development of the staff.</p> <p>Private ESAs</p> <p>They do not deliver any work readiness trainings. Only one ESA that prepares youth for working abroad delivers only few of the curriculum topics.</p>
3.2. Enhanced quality of the Job Clubs' services	<p>The dissemination of the information about the JC services is done in an inefficient way, relying mostly on the information given at the ESA offices or in the local newspapers. In Tetovo and Bitola invitations are mailed; only in Bitola phone calls are made. No JC uses electronic or other ways of communication with their registrants.</p>
3.3. Number of unemployed youth using JC services	<p>Percentage of youth - up to 27 years of age using JC services during 2011:</p> <ul style="list-style-type: none"> • Tetovo - 18% of 5700 registrants • Strumica - 16% of 5574 registrants • Bitola - 41% of 3640 registrants
OBJECTIVE 4: Provide continuing professional development opportunities for teachers in Vocational Educational Training (VET) schools.	

4.1. VET school teachers integrate career related activities in their teaching practice	<p>Most of the teachers deliver parts of the YES Network curriculum topics, at least once a month:</p> <ul style="list-style-type: none"> • 77% - Teamwork and Leadership; • 75% - Communication skills; • 73% - the Personal development; • 53% - the Appropriate work behaviors; • 12% - the Career Planning
4.2. VET school teachers complete internship programs	85% of teachers never had internship experience in a company during their teaching career. 98% would like to have such an opportunity.
4.3. Number of students using CC services	<p>35% of teachers surveyed reported that the students in their school use the CC to get information about their future education and possible careers.</p> <p>The data from the students will be acquired in September 2011 when the actual project beneficiaries will be identified.</p>
OBJECTIVE 5: Create innovative mechanisms to make VET schools and VET Centers more responsive and relevant	
5.1. Review and enhance the national curricula for vocational education for work readiness skills	0
5.2. Review and enhance the national curricula and school practices in the Entrepreneurship course	0

YES internships

During the second half of April, a selection process was implemented to identify an individual to intern for six months with the YES Network team. One hundred (100) young people applied responding to the advertisement published in two newspapers - one in Macedonian and one in Albanian language - and also posted on the USAID website. After several interviews and consultations two individuals were offered internships. One intern will assist the M&E Specialist in performing field activities, data input and maintaining a training database and one who will assist with the office administration and management of program support activities. Both interns will assist other program staff as needed. The interns quickly became very active and valuable team members fully engaged and involved in the work.

Forming and training the M&E team

The core M&E team was composed of the M&E Specialist, the three Regional Coordinators and the Intern. The Regional Coordinators, as described above, were responsible for contacting the schools, ESA Centers and private ESAs, and the NGOs in their respected regions. They were instructed by the M&E Specialist how to implement some of the M&E activities and assist in others. In the future, they will also

be responsible for keeping records of trained persons in their regions. The Intern was continuously involved in the training process and was actively involved in all phases of the baseline study.

Participation in YES work readiness trainings

The M&E specialist was present at the YES Network workforce readiness trainings conducted at the end of May. During the training, she familiarized herself with the content and the approach of the YES Network work-readiness curriculum. At this time, the Specialist also implemented an evaluation of the training using two instruments:

- Feedback from the participants on the modules
- Overall assessment of the workshop

Both trainings and all modules were assessed with very high marks, on a scale from 1-5 all aspects were assessed above 4. Survey results are presented in Appendix I.

2. Activities proposed for the coming quarter : July through September

2.1. Facilitate Public-Private Dialogue that will improve demand-supply labor exchange at the local level

For the July through September quarter the following activities are planned:

- Meet with the trade unions representatives and discuss their participation in the local Economic and Social Councils in each of the three municipalities, since they are one of the partners involved in the social dialogue conducted at the national level Economic and Social Council.
- Facilitate the process through which the members of the forming ESC appreciate the purpose and then the content of the draft Decisions for the establishment of the local Economic and Social Councils that should be adopted by the three Municipal Councils as formal part of the process of formation of the Local Economic and Social Council.
- Facilitate the process through which the members of the forming ESC appreciate the purpose and then the content of the Agreements required for legal establishment of the Local Economic and Social Councils. These are formal document required for the formation of a Local Economic and Social Council which will be signed by all partners/members in reach of the three municipalities.
- Facilitate the process through which the members of the forming ESC appreciate the purpose and then the content of the by-laws for establishing the governance structure of the Local Economic and Social Councils in all three municipalities.
- Identify young people who appear to have the characteristics and attributes essential to be long-serving activist and representative members of the Youth Councils which are essential members of the local ESC. These individuals are likely to be recommended as candidates for the ESC positions by the local ESA, local youth serving NGO VET schools and by a canvassing of whatever youth representing or actual youth led bodies are functioning in the area.

- Organize an awareness raising and general informational meeting with potential members of the local Economic and Social Council for Strumica Municipality. This will inform the public as well as at the same time determine the level of interest and sustainable support for the ESC.
- Organize seminars and workshops for all individuals who are interested to be members of local ESCs in the three Municipalities to be conducted by an expert(s) from Croatia. These will inform about the positive experience of communities working together for social and economic advancement through the functioning of local ESCs.
- In each of the three municipalities Work with local youth serving NGOs which participated in the Work Readiness Training, to determine how to most effectively disseminate the employability skills contained in the EDC/YES Work Readiness Curriculum among young persons who are unemployed and unregistered.
- Engage NGO members in training focusing on work-based skills learning which will be provided by a team of Macedonian HICD trainers and specialists after these individuals have completed a review and revision of the EDC curriculum.



2.2. Develop venues for meeting immediate skill/training needs of the labor market and career development opportunities

Career Centers and Job Clubs

These are the physical places where Job Coaches and Career Counselors will interact with young people about to, or actually, searching for employment opportunities. In these locations, young people will be provided with the opportunities for enhancing their knowledge about actions and actually practice the skills required to become successfully employed. However, as the YES project discovered, they are often woefully under-resourced. The following actions will be undertaken during the coming quarter:

- Inventories of all necessary equipment and furnishing for Career Centers (CC) and ESA Job Clubs will be fully developed.
- All structural repairs to JCs and CCs will be completed by the VET schools and the ESA
- Furniture and IT equipment will be supplied, delivered and installed
- Training, instructional and informational materials, as an example books DVD's and such like will be provided to all CCs and Job Clubs.
- By the end of September the YES Network newsletter in an off-line format employing news, views and developments reported by the ESA and VET staffs who have attended the YES work readiness skills training implemented to the previous quarter.

Individual Career Plan Informational Portal development

- First steps will be taken to work with VET and ESA staff – possibly also with youth serving NGO members - to define the core elements of Individual Career Plans (ICP) and the standardized procedures to be employed by ESA Job Coaches and VET Career Counselors in the working together with youth to create these.
- Establish, through facilitating the work of the ESC stakeholders, by the end of the quarter, the draft protocols and procedures through which a referral system – be this on-line or in some as yet undefined locally most appropriate format - linking youth to actually available internships and comprehensive, current and quality information on the state of the regional labor market and its needs, is accessible.

2.3. Strengthen the job services capacity of ESA and private job matching companies to ensure trained youth have access to up-to-date information on job openings and career development opportunities

- Trainings for State ESA staff and private employment agency operatives, along with the youth-serving NGO members will be conducted during the quarter. The focus will be on work-based learning. See below under Objective 2.4 “Work Based Learning” Program.
- Determine through working with the YES/ESA liaison person how ESA regional office staff can most efficiently and effectively transfer the work readiness skills knowledge they have gained through attending YES trainings be transferred to the young persons who are registered with the ESAs and looking for work and who are attending training and informational sessions offered by the ESAs.
- YES will mentor and guide ESA staff in their attempts at knowledge, information and job seeking and securing skills transfer to young unemployed registrants.
- ESA staff will also be guided in their attempts at marketing their services to employers seeking labor and to youth seeking jobs. This will be achieved by YES acquiring the services of a local expert in this field.

2.4. Provide continuing professional development opportunities for teachers in Vocational Educational Training (VET) schools.

Activities responding to this objective will be focused on the following during the coming quarter:

“Work Readiness Skills” training

- Second training session of WR curriculum covering last 4 modules will be delivered. Teachers from all 14 schools from 3 regions will participate.
- Participant’s handbook for “Work Readiness Skills” curriculum will be created through a revision of the existing EDC document.
- Workshop with School Directors and VET Center Advisors about the implementation of the work readiness skills program in the schools will be organized and conducted
- Regional workshops about implementation of the work readiness program in the schools with teachers from all 3 regions will be organized and implemented.



“Work Based Learning” Program

- International and local consultants together with YES Network technical specialists will initiate and complete the development of a “Work Based Learning” program which has relevance to Macedonia.
- Local consultants specializing in workforce development HICD trainers (4) will be involved in the creation of the work-based learning curriculum and together with EDC’s international expert will create a training methodology to be used by the Macedonian trainers who will be responsible for all YES training during the remaining life of the project.
- Training will be conducted for all YES partners.

Individual Career Plans for VET school youth

- YES will work with school staff to define the methods through which ICP guidance and ICP development will be conducted in the schools.
- The STS VET will monitor and mentoring VET staff delivering YES Network services and provide feedback and guidance to ensure these actions include the latest information and techniques as informed about in the YES trainings.

VET staff internships

- First steps will be taken, in a coordinated effort between YES and VET staff, to establish internships with local employers with each region for VET school staff.

2.5. Creative innovative mechanisms to make VET schools and the VET Center more responsive and relevant

Activities for the VET STS, VET Center staff and those VET teachers and school directors working in the regions will be as listed below provided that conditions are favorable to their execution:



- YES staff, in collaboration with the VET Center, will adapt the Work Readiness program, ready it to pilot in schools and conduct all activities necessary for a successful introduction of this instrument into the school prospectus and curriculum.
- Local employers will be made aware of their role in providing internship opportunities for youth about to complete the final year of their VET education.

2.6. Integrate productive connections with current and planned USAID and other donor workforce related projects

Connections already established with USAID and EU funded project implementing agencies occupied within the field of workforce development and youth employment will continue to be developed and initiated as opportunities avail themselves:

- Yes staff will continue to meet with “Moja Kariera”(MK) to discuss the possibilities on renting a space on My Career Portal, which will provide the on-line meeting place for match making/networking between youth and employers for seeking both internship and employment.
- Meetings with youth servicing organizations will be focused on discussing ways through which the most effective and appealing forums for communicating with youth will be formed and actualized.

2.7. Monitoring and Evaluation

Activities to be undertaken during the next quarter are:

- The YES Network intern, with direction and guidance from the M&E Specialist, will develop an Access based database. It will contain data related to the Project outputs, such as participants at trainings, performed internships, project products and equipment. Also, during this quarter all data will be input.
- In the following quarter, instruments will be developed for assessing the initial situation regarding work-based experiences from the point of view of the employers and students participating in the project.
- The instruments will be developed by 15th September and the questionnaires and focus groups will be implemented by the end of September.
- With the beginning of the new school year, in September, activities with the students will start. This will be so also in the ESAs and NGOs. They will be monitored by the M&E Specialist, the Regional Coordinators and the Intern.
- The M&E specialist will participate at the workshops planned for August and September, to be familiarized with the content and approach. She will perform evaluations of the workshops, which will inform the structure and implementing methodologies used in future trainings and interventions.

3. Administration and Finance

3.1. Administration activities and outcomes

Below are reported the activities and outcomes arising from these of the finance and administrative section of the EDC YES project:

- The Senior Technical Specialist for Public-Private Dialogue and the 3 Regional Coordinators were employed in April 2011;
- Orientation for the new employees was performed on May 13th with overviews of Human Resources, Finance and Admin procedures;
- Regional Offices in Tetovo, Strumica and Bitola were set up with furniture and equipment;

- Procedures were established for managing the financial and administration activities in the Regional Offices;
- VAT reimbursement documents for 2010 were submitted to USAID for reimbursement and funds were received in June;
- Two (2) interns were engaged as of May 4th, 2011 with one focused on Monitoring and Evaluation and Program work, while the other focused on Finance and Administrative department tasks under the tutelage and guidance of the Office and Communications Manager.

3.2. Activities proposed for the next quarter

During the coming quarter the following activities will be undertaken:

- VAT reimbursement applications for calendar period January through the end of June 2011 will be submitted to USAID following the gathering, analysis and collation of all relevant invoices;
- The website will be up and functioning by the end of September. Also the website, which will most probably complement the space rented from “Moja Kariera” project will be designed and activated. The former will provide the interface between youth seeking internships and employment while the later will be significantly focused on informing the general public about YES activities;
- A staff retreat will take place in early August as will training interventions designed to continue to develop and offer opportunities for partners to practice the work-based learning part of the work readiness curriculum.

4. Appendices

Appendix I: Participants Evaluation of the Workforce Readiness Training, May 2011

In May 2011 the YES Network project organized 2 training sessions which were implemented in Struga between 21-23rd May and then in Mavrovo during 27-29th May. A total of 107 individuals from the State and private ESAs, the VET schools and youth serving NGOs participated in these trainings.

At the beginning of each training the participants were given evaluation forms which provided opportunities for them to assess each completed training session regarding its content, the training approach and the interactivity level required of participants. At the end of the workshop participants were given a questionnaire seeking their evaluation of the whole workshop, in terms of the helpfulness of the training to their development and functioning as job coaches and career counselors and the ease or difficulty of understanding the YES course materials, instructions and vocabulary.

All of the answers to questions were scaled 1 to 5, where 1 indicated the “least” and 5 the “most” presence of the variable, therefore the closest marks to 5 indicate successful workshop.

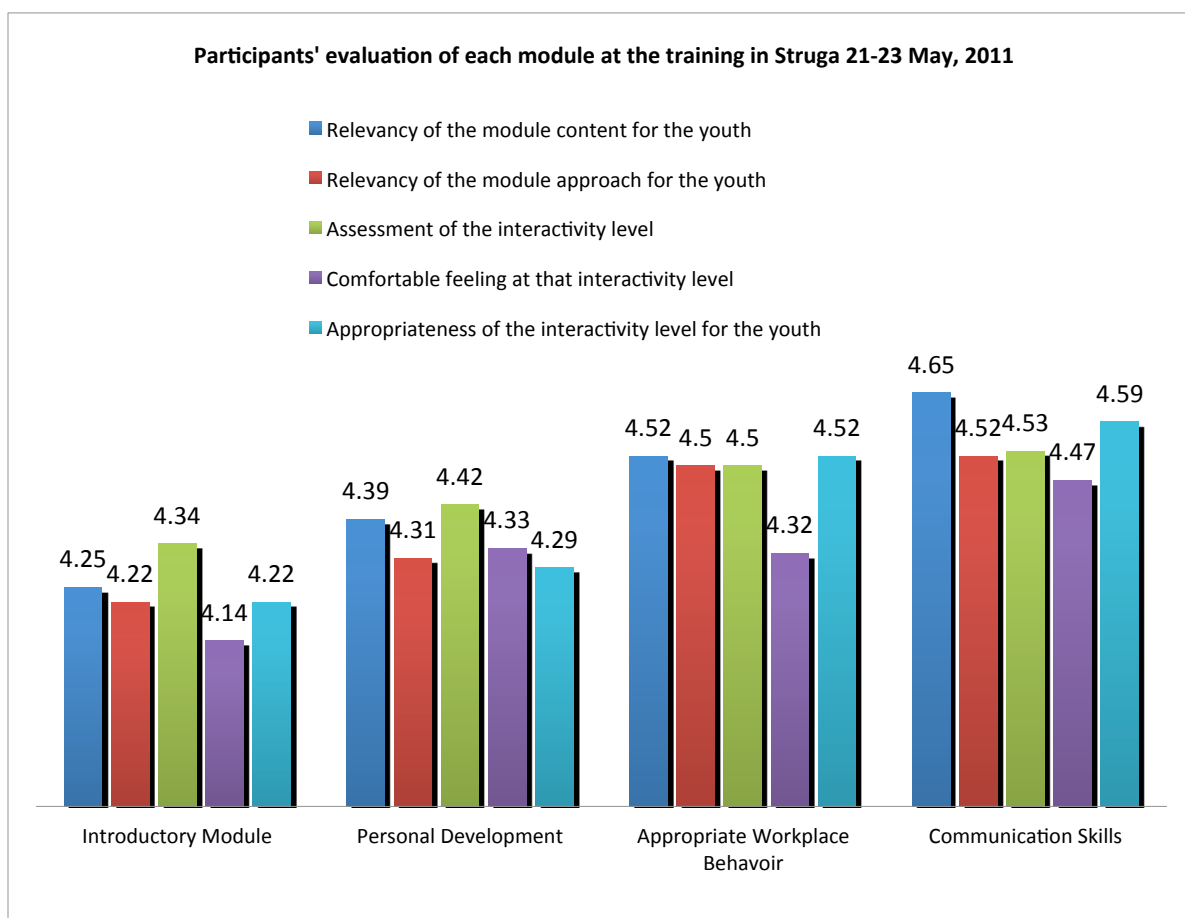
1. Struga Work Readiness Skills Training: May 21-23, 2011

Of the 47 participants (NGOs representatives; teachers from Tetovo, VET Center advisors and representatives from private ESAs) present at the training, a total of 44 individuals actually completed the YES evaluation questionnaire of each of the modules. Every following module in the sequence was assessed with higher grades than the previous one.

According to the participants, and as illustrated in the chart below, the most relevant for the youth, with which these people engage with regularly, is perceived to be the module “Communication Skills”.

It is also noticeable how the appreciation of the required interactivity level – designed to be an integral part of the training delivery so as to increase the learning opportunities – increased among the training participants who originally had been relatively prone to not favoring this approach.

Training participants gave the lowest valuations for how “comfortable with the level of interactivity” they felt during the sessions indicating that the training methodology was not one which fit seamlessly into the norms of Macedonian behavior and interactive styles. All participants did however think that, irrespective of how they personally felt about being involved in this interactive training methodology, the interactivity level of all modules (except “Personal Development”) will be very appropriate for the workshops with the young people.



Graph 1. Average group grade for each module on a scale of 1-5 (1-least; 5-most)

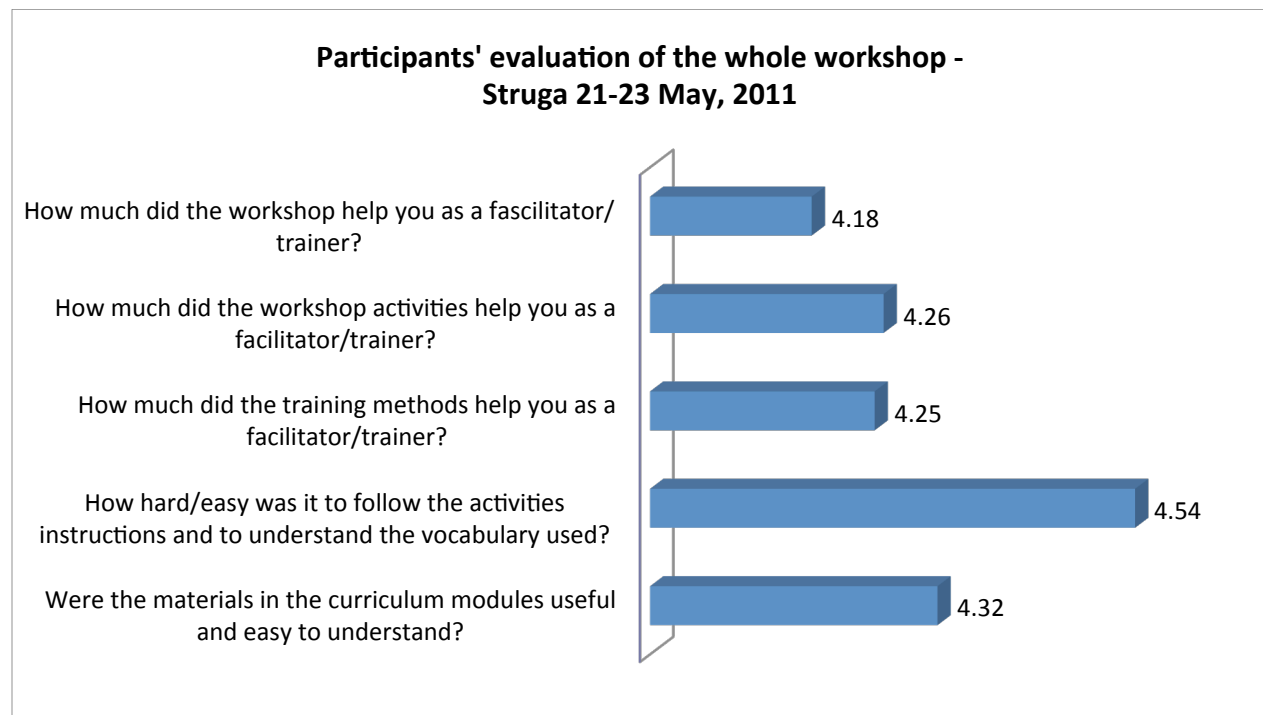
Illustrative participant statements:

- ✓ "Very pleasant and I think I will use the same level of interactivity in my classes because I think it will make them more effective."
- ✓ "I'm grading the second part of the session where the interactivity increased. I believe that level of interactivity was very appropriate for the youth with who I work with."
- ✓ "Satisfactory, but if you can get more out of the participants I think it will be better."
- ✓ "Many young people don't know how to behave on such informative interviews and that's why it is important that they practice it."
- ✓ "The role playing was great."
- ✓ "Through role play they will be able to experience skills and be placed in the role of an employer."
- ✓ "Each day is more and more interesting."

Forty-five (45) respondents completed the questionnaire requesting their opinions about the entire training experience and its applicability to help unemployed youth and those individuals about to enter into the labor market searching for jobs, have the best possible array of perspectives and tools for succeeding in their quest.

The highest average grade (4.54) concerned the easiness of understanding the instructions given and vocabulary used; the high valuation means that the participants found it very easy to understand. The

lowest average grade, compared to the others, is related to the helpfulness of the workshop in the development of the participants as facilitators/trainers.



Graph 2. Average group grade of the overall workshop on a scale of 1-5 (1-least; 5-most)

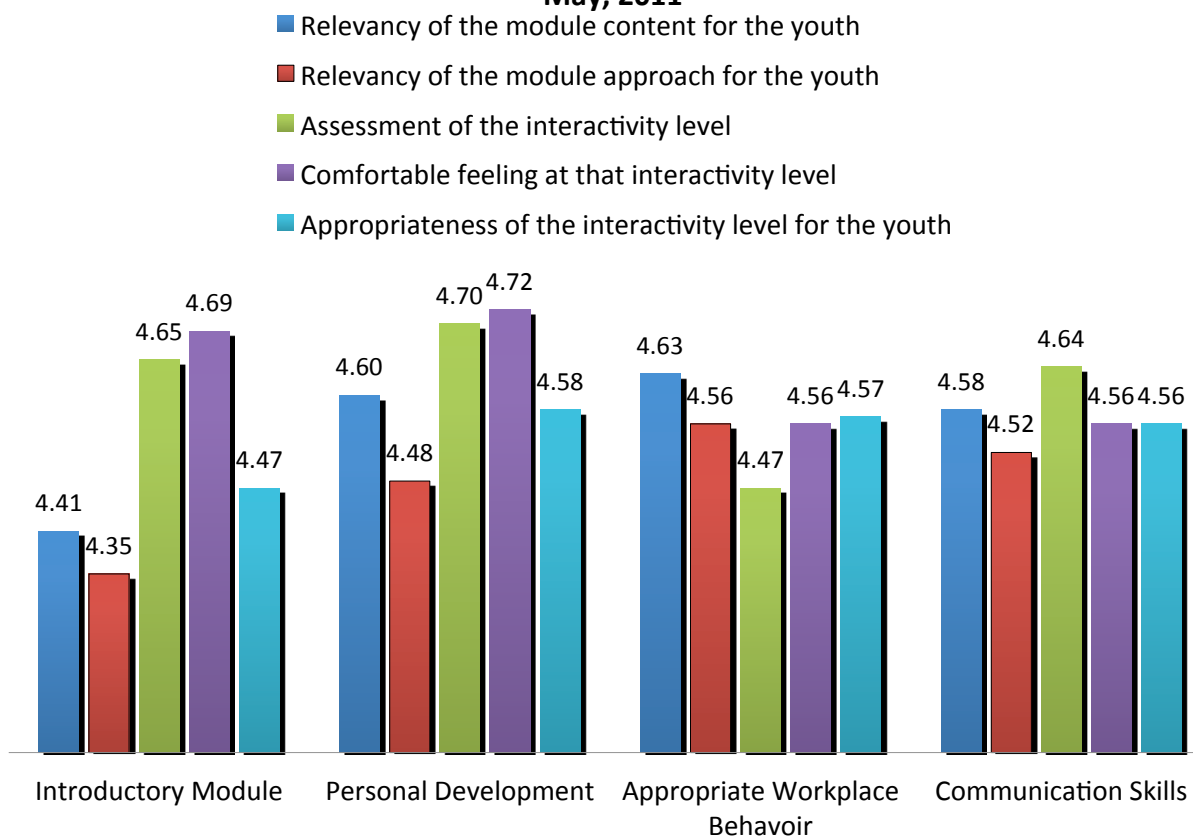
Illustrative participant statements:

- ✓ “Managers who are involved directly in the labor market should participate in these kinds of seminars.”
- ✓ “The activities were really good and very well organized.”
- ✓ “Although I was familiar with every subject, I still learned a lot of new things and most importantly a new approach to work.”
- ✓ “I consider many ideas and examples appropriate and applicable.”
- ✓ “The vocabulary used by the lecturers was in a good level, but it was hard for the Albanians because the translator was explaining / translating all the time in Macedonian.”
- ✓ “Every participant (*should be allowed*) to facilitate a small part of the work shop ”
- ✓ “They (*the instructions*) were all clear, concise and easily understandable; It can always be better :)”

2. Mavrovo Work Readiness Skills Training: May 27-29, 2011

Fifty-one (51) participants (Teachers from Bitola and Strumica; ESA centers’ representatives) attended the training in Mavrovo and forty-eight (48) provided completed evaluation questionnaires of the sessions. Similarly to the first training in Struga, more respondents assessed the relevance of the “Introductory module” content (4.41) and approach (4.35) for the youth with lower grades compared to the other modules. The level of interactivity was considered mostly very high and only slightly lower for the “Appropriate Workplace Behavior” module (4.47). Differing from the Struga evaluations, the participants stated that they felt very comfortable with the level of interactivity, but thought that for some modules it would not be that appropriate for the youth. It is worth noting that the average grades given by the participants in Mavrovo, for the same modules, are all higher as compared to the grades given by Struga participants.

**Participants' evaluation of each module at the training in Mavrovo 27-29
May, 2011**

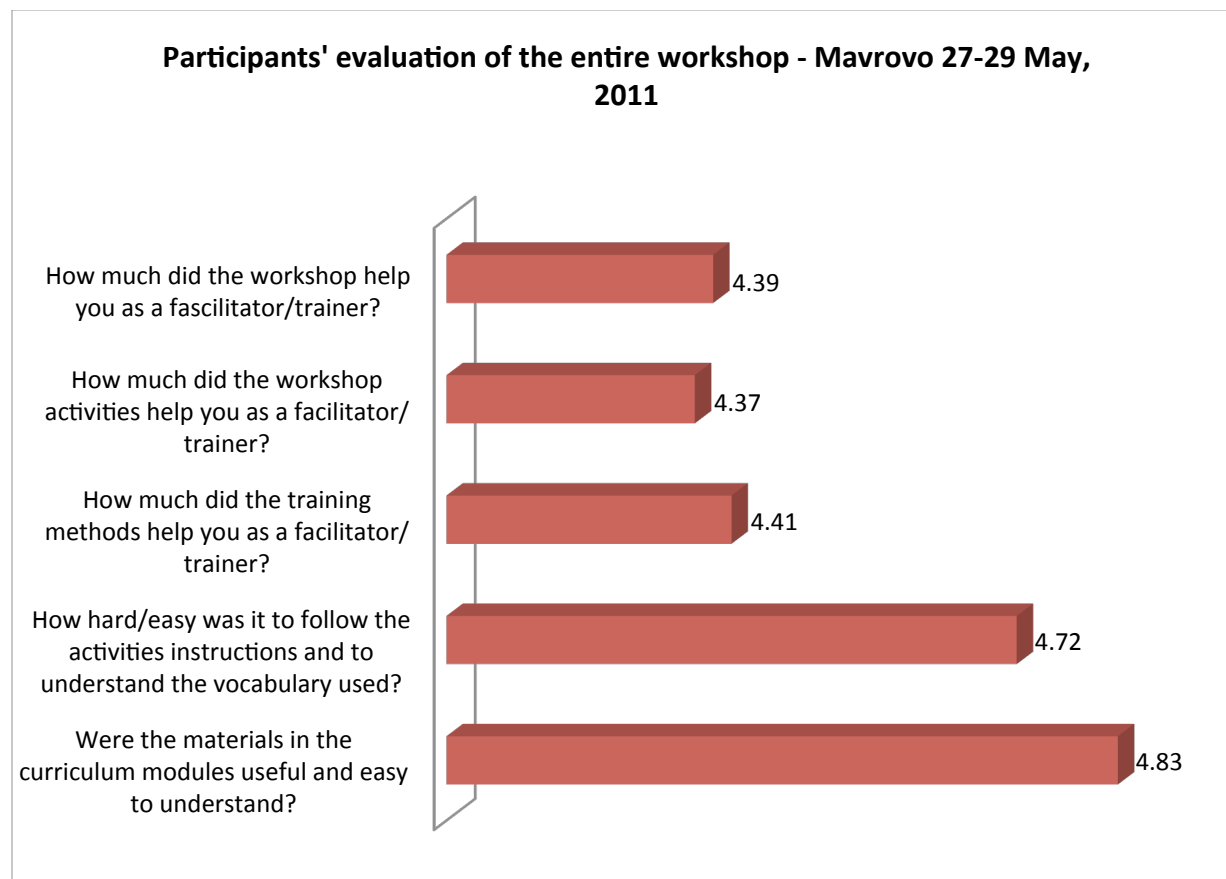


Graph 3. Average group grade for each module on a scale of 1-5 (1-least; 5-most)

Illustrative quotations from the participants:

- ✓ "In the beginning (*the interactivity level*) was lower and in time the atmosphere got more heated."
- ✓ "In these last 3 days we learned a lot and I think that we gained experience which we can transfer in our further work."
- ✓ "Everything was great except the role playing." (*This was a general view of most of the Bitola VET teachers*)
- ✓ "Active learning always gives the best results."
- ✓ "The module is very intense and at the end we have concentration problems."
- ✓ "All the activities enable interactivity and will encounter great support by the youth."
- ✓ "80% of the participants were actively involved."
- ✓ "I felt comfortable and it was very fun."
- ✓ "The content is absolutely wonderful."

Forty-eight (48) people evaluated the whole workshop. These respondents also found it very easy to understand the instructions and vocabulary used, just as the participants in Struga, but they gave their highest grades for the usefulness of the curriculum materials and the easiness of understanding them. They also evaluated the helpfulness of the workshop somewhat higher.



Graph 4. Average group grade of the overall workshop on a scale of 1-5 (1-least; 5-most)

Illustrative quotations from the participants:

- ✓ "Because of my participation in this workshop and my previous experience, but mostly because of my personality, I think I could successfully fulfill the role of a facilitator."
- ✓ "I was fascinated by the training."
- ✓ "The role playing can be left out, because it made most of the participants feel uncomfortable " *(This was a general view of most of the Bitola VET teachers)*
- ✓ "A bit hard when it was done by speaking, but when it was done by example, there was no problem."
- ✓ "The manuals were very clear and concise, the facilitators were flawless in their organization of the seminar, they were great!"
- ✓ "The monitoring was great."
- ✓ "I think that without the materials we wouldn't be able to manage."
- ✓ "Maybe the facilitators should give more concise explanations for the execution of the tasks."

Appendix II:

Participation in the YES Work Readiness Skills trainings May and June 2011

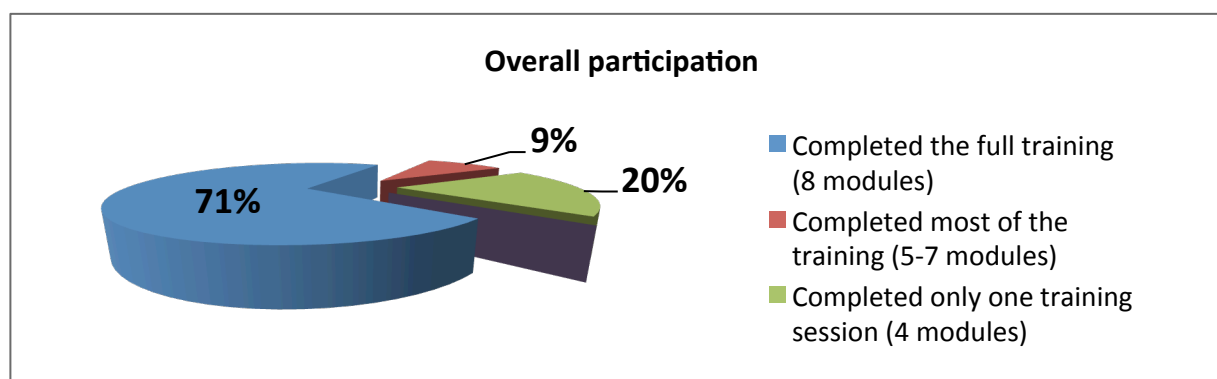
The Training Participation Report provides detailed information about participation levels of each of the constituent partner groups with which YES works. These groups are: Secondary school teachers; private ESA; state ESA and NGOs representatives. A total of 107 representatives from these target groups attended the trainings organized in Struga (21-23.05; 30.06-02.07); Mavrovo (27-29.05) and Krushevo (04-06.07). The following table presents the Sessions and Modules; participants; venues and period of delivery of the workshops.

Sessions/Modules	Groups of participants	Groups of participants
Session 1 Modules: - Introductory Module - Personal Development - Appropriate Behavior at Work - Communication Skills	21-23.05 Struga - Teachers from Tetovo secondary schools - Private ESAs representatives - NGOs representatives	27-29.05 Mavrovo - Teachers from Bitola and Strumica secondary schools - State ESA Centers representatives
Session 2 Modules: - Team Work and Leadership - Job Seeking Skills - Safety, rights and responsibilities at work - Financial Fitness	30.06-02.07 Struga - Teachers from Tetovo and Bitola secondary schools - Private ESAs representatives - NGOs representatives	04-06.07 Krusevo - Teachers from Bitola and Strumica secondary schools - State ESA Centers representatives

Table 1. YES stakeholders-participants at the Work readiness skills trainings

Detailed information about the level of participation at the workshops will be presented in the following text.

From the chart below we can see that out of the total number of **107** participants, **76** (71%) completed the full training of 8 modules included in the Work Readiness Curriculum; **10** participants (9%) completed most of the training (5-7 modules), but missed the training concerning some of the modules and **21** participant (20%) completed only one training session (4 modules).



Graph 1. Overall participation at all four trainings

From the chart below (Graph 2.) we can identify that from the total number of participants in the Work Readiness Curriculum **96** participants attended the first *Introductory Module* and the module with the least attendance is the last module named *Financial Fitness* counting **91** participants in total.

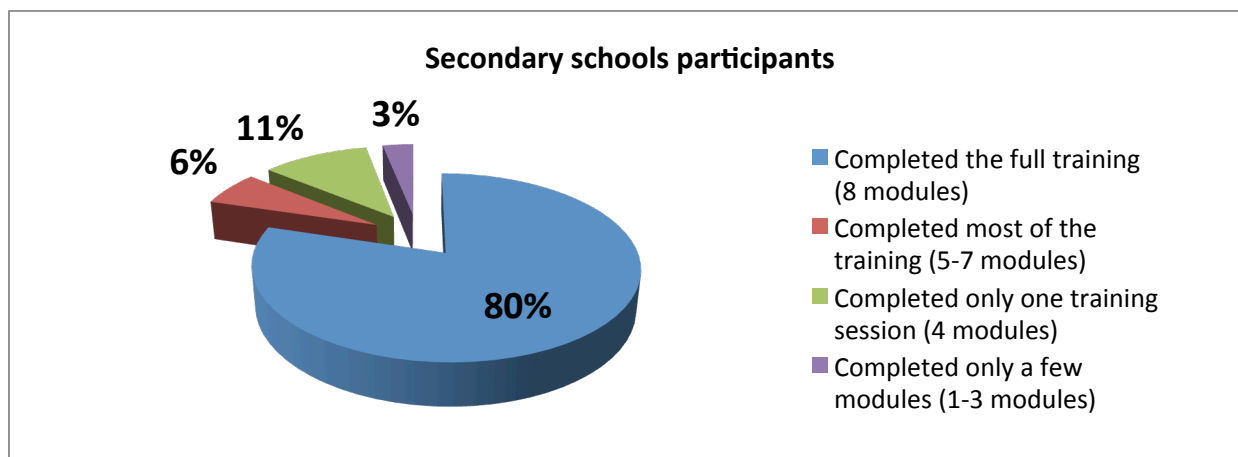


Graph 2. Total number of participants for each module

In addition, detailed information will be provided on the participation of every target group (Secondary schools; State ESA; Private ESA and NGO) in the Work Readiness Curriculum concerning the YES Network Project.

Secondary Schools

There were a total of 64 representatives from the Bitola, Strumica and Tetovo secondary schools. From the chart below (Graph 3.) we can see that out of the total number of teachers (**64**) **51** (80%) attended and completed the full training (8 modules); **7** participants (11%) completed only one of the sessions (4 modules) organized in either Struga, Mavrovo or Krusevo; **4** participants (6%) completed most of the training (5-7 modules) but missed a few modules; and **2** participants (3%) completed only one training session (1-3 modules) and also missed some of the modules from the training session they were attending.



Graph 3. Overall participation of the teachers



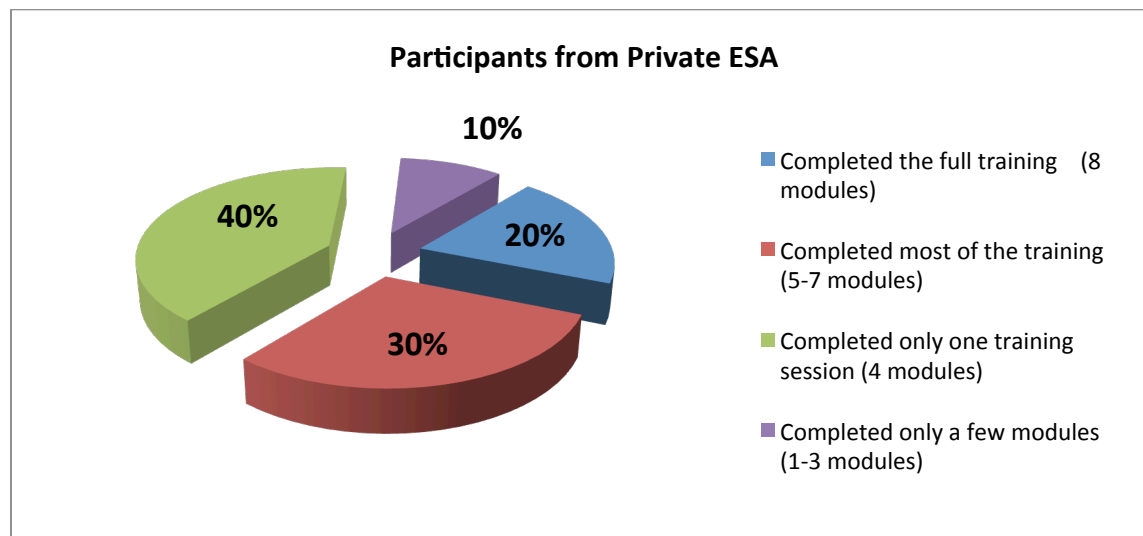
Graph 4. Number of participants from secondary schools attending each of the modules

From Graph 4. we can see the number of participants who attended the trainings by modules. The data indicates that **62** participants from the total of **64** VET School representatives attended the *Job Seeking Skills* and *Safety, Rights and Responsibilities* modules and **57** participants attended the first training session which consisted of the *Introductory Module*, *Personal Development*, *Appropriate Behavior at Work* and *Communication Skills*.

Private ESA (Employment Service Agency)

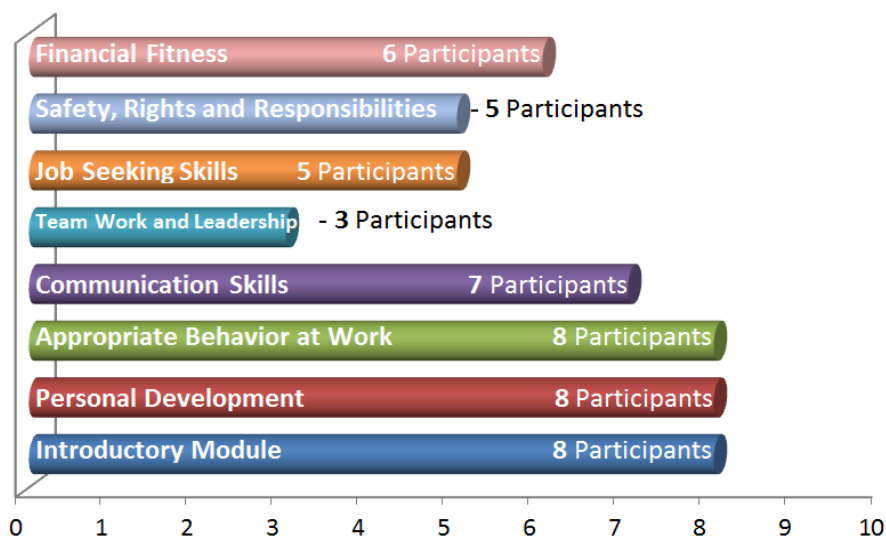
From the private sector Employment Service Agencies there were a total number of 9 participants attending the training. The graph below records those 9 participants from the private sector employment agencies engaged in the trainings. There are **2** participants who completed the full training (8 modules); **4** participants who completed only one of the sessions (4 modules) organized either in Struga, Mavrovo or Krusevo; **4** participants who completed most of the training (5-7 modules), but were

not present for some of the modules; and **1** participant who attended only one training session (1-3 modules) and who was also absent for some of the modules during the sole session attended.



Graph 5. Total number of participants from the Private ESA sector (9 in total)

Gathered data reveals that within the private sector ESA group comprising 9 individuals most participants (**8**) attended sessions on the first three modules. Only **3** participants attended the *Team Work and Leadership* module.

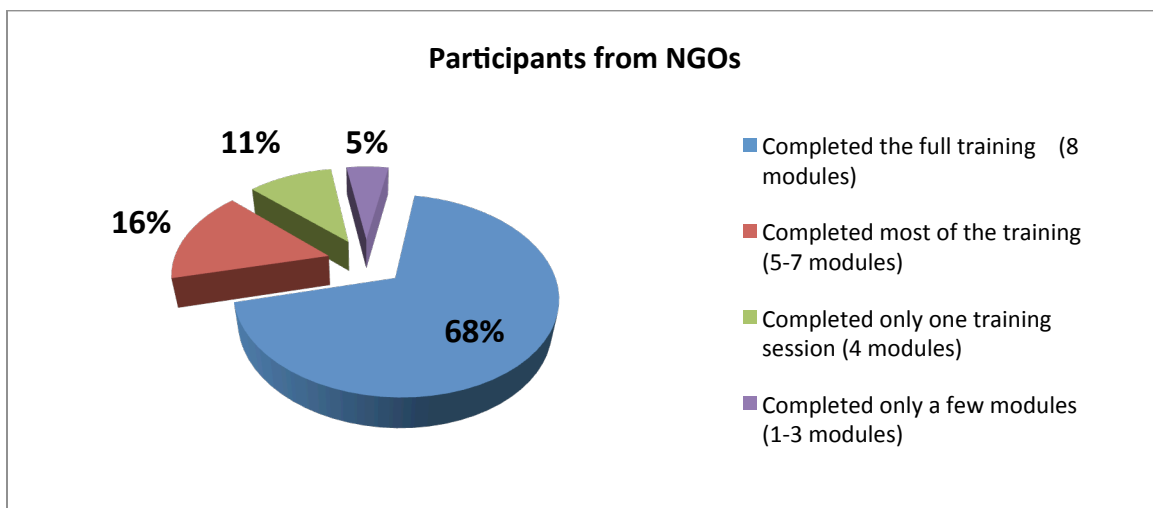


Graph 6. Number of participants from private ESAs attending each of the modules

NGO (Non-Governmental Organization)

Nineteen (19) NGO members attended the YES trainings. Graph 7. (see below) illustrates that 68% (13 of 19) of these individuals completed the full training (8 modules); 3 of the participants from the NGOs completed most of the training (5-7 modules), but were absent for some of the modules; 2 representatives completed only one training session (4 modules) and 1 participant completed only a few modules (1-3 modules).

Graph 8. (see below) illustrates in which modules the NGO members participated. Every NGO representative attended the first (*Introductory*) and the fourth (*Communication Skills*) modules presented in the first training session. The smallest number of participants (13) chose to be involved in the *Financial Fitness* module.



Graph 7. Number of participants from the NGOs (19 in total)

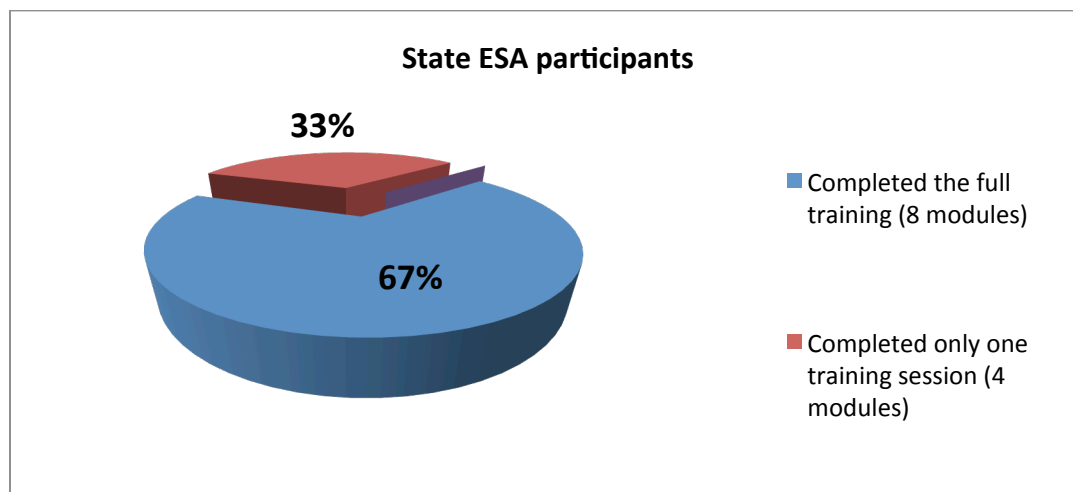


Graph 8. Number of participants from NGOs attending each of the modules

State ESA (Government Employment Service Agency)

State ESA sent 15 representatives to the trainings. This group included individuals from the ESA regional offices and four persons from the ESA Center in Skopje; these individuals will be modifying and customizing the YES Work Readiness Curriculum into a format which will be most likely to be acceptable the MOLSP for inclusion in the VET school curricula and hence into the mainstream of instruction and advice being offered to youth who is seeking employment through the government system of free services offered to young and unemployed Macedonian citizens.

Graph 9. (below) illustrates that **10** of the fifteen individuals in this State ESA group completed the full training (8 modules) on the Work Readiness Curriculum; **5** completed only one training session (4 modules) that took place in Struga, Mavrovo and Krusevo.



Graph 9. Number of participants from the State ESA (15 in total)



Graph 10. Number of participants from state ESA Centers attending each of the modules

There was a high level and steady attendance of the state ESA personnel at all of the modules. Of the fifteen individuals attending all but the four senior staff – who will be working with the YES STS for VET

in reviewing and revising the YES curriculum and embedding it in the VET system – attended most of the training. This appears to bode well for the prospects of introducing the curriculum into the formal VET educational system although there are currently questions being raised about how interactive and progressive the effort will be in terms of its desire to be truly responsive to the demands of the labor market and a developing 21st century Macedonian economy.

Appendix III:

USAID/YES Network Project application form for schools interested in participating in the Project activities

In the three operational areas where YES is working, Regional Coordinators visited each NGO known to be actively working on youth issues and invited representatives for a meeting with the YES Senior Technical Specialist for PPD. During the meeting, the purpose of the YES Network project was explained and application forms for participation in the upcoming work readiness training were distributed. All 18 NGOs that returned completed application forms were involved in youth related activities. Thus, all were included in the training. Please find the English and Macedonian language versions of the application form below.

USAID / YES Network Project APPLICATION FORM

1. GENERAL INFORMATION	
Name of the NGO :	
Municipality:	
Address:	Phone:
Fax:	E-mail:
Web site:	Date of establishment:
No. of employees:	No. of active members:
Mission and vision:	
Aims and objectives:	

2. Information on the key individuals included in the project	
President of the NGO (name and surname):	Phone: Fax: E-mail:
Person authorized to represent the NGO (name and surname):	Phone: Fax: e-mail:

NGO contact person (person in charge for the realization of the project, assigned by the president/director/ board):	Phone: Fax: e-mail:
--	---------------------------

3. Information of NGO members proposed to be included in the projects:		
Name	Relevant past engagements:	Phone: E-mail:
Name	Relevant past engagements:	Phone: E-mail:
Name	Relevant past engagements:	Phone: E-mail:
Name	Relevant past engagements:	Phone: E-mail:
Name	Relevant past engagements:	Phone: E-mail:

4. Does the NGO have equipped facility for providing:		
Training for 15-30 people	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Meetings for 10-20 people	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If the answer is Yes, please explain what is the current situation of the facility? (e.g. furniture, equipment, projector, computer, etc.)		

5. Cooperation of the NGO with different donor organizations and institutions					
Previously implemented projects (in the past 3-5 years):					
Project title and objective	Supported by:	Year of implementation	Implementing partners	No. of NGO members included in the project	No. of beneficiaries

6. Does the NGO work with unemployed youth that is not registered in the ESA?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
If the answer is Yes, can you please explain what means you use to identify this category of youth.	

Verification of the application

All the information presented in this application is true and complete. By signing this application, we agree to publish the information in this application form according to the needs of USAID/YES Network Project.

Person authorized to represent the NGO

NGO President

Date: _____

Place: _____

SAID / YES Network Project
АПЛИКАЦИСКИ ФОРМУЛАР

ИМЕ НА УЧИЛИШТЕТО	ОПШТИНА
Адреса:	Телефон:
Факс:	E-mail: Web:
Струка:	Профили:
Струка:	Профили:
Струка:	Профили:
Струка:	Профили:

Податоци за одговорните лица од училиштето	
Директор (име и презиме):	Тел: Факс: E-mail:
Претседател на училишниот одбор (име и презиме):	Тел: Факс: E-mail:
Контакт лице од училиштето (лице одговорно за реализација на проектот):	Тел: Факс: E-mail:

Податоци за наставниците кои ќе бидат вклучени во реализација на проектот во училиштето		
Име и презиме	Предмет:	Телефон: E-mail:
Име и презиме	Предмет:	Телефон: E-mail:
Име и презиме	Предмет:	Телефон: E-mail:
Име и презиме	Предмет:	Телефон: E-mail:
Име и презиме	Предмет:	Телефон: E-mail:

Податоци за број на ученици во учебната 2010/2011 год.		
	Ученици во стручни паралелки по	Ученици во гимназиски паралелки по

	години				години			
Наставен јазик	I	II	III	IV	I	II	III	IV
Македонски								
Албански								
Турски								
Српски								
Вкупно:								

Дали во училиштето постои Центар за кариера?		Да <input type="checkbox"/>	Не <input type="checkbox"/>
<p>Ако одговорот е Да, Ве молиме да објасните кога центарот за кариера е отворен, колку ученици годишно ги користат услугите на центарот (приближен број), колкава е просторијата во која се наоѓа центарот и која е моменталната состојба во поглед на мебел, опрема (компјутери и аудио-видео опрема), печатени и видео материјали итн?</p>			

Соработка на училиштето со донаторски организации/институции (пр. УСАИД, ЕУ, УНДП, Уницеф, Светска Банка, и сл.)		
Претходно имплементирани проекти:		
Проект	Подржан од:	Година на имплементација

Верификација на апликацијата

Информациите кои се презентирани во овој апликационен формулар се точни и комплетни. Со потпишувањето на овој апликационен формулар се согласуваме на објавување на сите презентирани информации според потребите на проектот ЈЕС Мрежа и УСАИД.

Директор на училиштето:

Претседател на училишниот одбор:

Дата: _____

Место: _____